

Everyday Mathematics

Administrator Classroom Observation Checklist

Name _____

Date _____

Observer _____

Grade Level/s _____

CLASSROOM MANAGEMENT AND STRUCTURE:

- ___ Classroom/desk set-up appropriate for partner/small group work
- ___ Number grid (K-3) and number line (K-6) displayed for easy reference
- ___ Student materials and manipulative use evident: Storage appropriate and accessible
- ___ Evidence of daily routines: i.e. calendar, jobs, & attendance (K-3)

CURRICULUM MANAGEMENT:

Lesson/Program Components (observable during formal classroom observation/mathematics lesson)

- ___ Evident use of Teacher Lesson Guides (Teachers Guide to Activities in Kindergarten)
- ___ Math Message utilized/displayed
- ___ Observation of *Early Childhood Minute Math* (K), *Minute Math +* (Grades 1-3), *5 Minute Math* (Grades 4-6)
- ___ Math Journal pages reflective of current lesson (up-to-date) and have responses indicating teacher monitoring
- ___ Observable daily usage of Math Boxes, Home Links (K-3) and/or Study Links (4-6)
- ___ Utilizes Exploration Lessons at grades 1-3
- ___ Incorporates Projects in to the curriculum at grades 1-6
- ___ Evidence of yearlong Project use (i.e. Sunrise/Sunset, World Tour, & American Tour) at grades 3-5
- ___ Familiarity of students with games: there is evidence of frequent utilization
- ___ Evidence of a balanced assessment plan (on-going, product, and periodic)
- ___ Pacing: appropriate number of lessons completed (3-5 per week or look at Content By Strands Poster)

Instructional Practices (observable during formal classroom observation/mathematics lesson)

- ___ All students appropriately involved in some aspect of the lesson
- ___ Provisions are made to meet the needs of individual students
- ___ Students are encouraged to apply math to “real-world” situations
- ___ The teacher encourages students to evaluate and revise their work
- ___ Students write about understanding in mathematics
- ___ Strategy sharing and discussion permitted and encouraged by teacher
- ___ Key questions being asked by teacher:
 - “Who would like to show us another way to get the correct answer?”
 - “Is there another way to solve this problem?”
 - “Can you explain your answer to me and as you explain, can you tell me why you did what you did?”

Assessment (observable any time)

- ___ Knows which program Learning Goals are the focus of the lesson
- ___ Utilizes a variety of assessments (i.e. oral & slate, portfolio, paper/pencil, etc.)
- ___ Implements a method to record student performance data on a regular basis
- ___ Circulates throughout lesson to assess and assist students

Pervasive Themes (observable anytime with *Everyday Mathematics* student)

- ___ Number Sense: evidence of skip counting, number scrolling, number grid use and name collection boxes
- ___ Algorithmic Procedures: evidence of exposure, knowledge and use of various algorithms
- ___ Students using vocabulary demonstrating appropriate understanding of program
- ___ Students can make mathematical connection to other curricular areas/everyday world